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| ***LESSON/ACTIVITY INFORMATION*** | | | | |
| **Title: Beowulf: Heroic Burdens Free Write** | | | | |
| **Your name:**  **Shannon Hageman** | **Age or Grade Level:**  **10th** | | **Integrated Disciplines/Subjects:**  **Honors English** | **Time frame for Lesson: 50 mins.** |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| Standards:  LA 10/12.2.1.aUse multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.  LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through  analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.  LA 10/12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses. | | | | |
| **Objectives:**  **By the end of this lesson, students will draw from Beowulf to define the terms hero and honor, connecting those themes to their current state in life, composing a journal entry to record their reflection about the burden and honor of being someone's hero.** | | | | |
| **Assessment:**  Students will write a one page response that defines at least one of the terms and includes specific and detailed examples from their lives. | | | | |
| **Materials: doc cam for notes, smart phones or dictionary, pens, notebooks, internet access to you tube** | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set: play family of the year lyrical video "Hero"**  *https://www.youtube.com/watch?v=iMVc0vG4K\_k* | | | | |
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| **Teacher will do:**  Teacher Preparation: teacher will assign Beowulf reading and discuss themes of heroism and honor in the poem.  Activity Steps :   * teacher will ask the students why the Anglo Saxon culture considered Beowulf to be a hero. She will jot notes on the board as students call out heroic traits: protector, loyal, God send, humble, famous, strong, motivated, encouraging. * Teacher will ask students if they have a hero. What traits are similiar. * Teacher will ask students to consider if they themselves are a hero to someone. Do you want to be a hero? What's the big deal? Should we not all strive for heroism? * --teacher may or may not get the response that being a hero is a responsibility. * teacher will ask the student to be silent and listen to the song, paying attention to the lyrics and consider what it means to them. * teacher will play Joe Keefe's Hero. * teacher will ask students to free write (remind students what that is) about what it means to be a hero, keeping in mind these questions: Do you have the traits of a hero? Do you want to be a hero? What responsibility or obligation comes with being a hero? | | **Student will do:**   * recall definition of a hero and call out to teacher those traits * listen to the song * think critically about what the lyric means * prepare and answer the teacher's questions about what being a hero entails. * write a thorough and thought-out reflection about being a hero or who their hero is and whether that is a burden or an honor. * save this journal to be polished later as a possible piece for publication**.** * **share reflection with the class.** | | |
| **Closure:**  Student will read their work to their shoulder partner and the whole class. | | | | |
| **Differentiation:**  No differentiation is necessary as this is a free write. | | | | |
| **References:**  *Hero lyrics by Joe Keefe* | | | | |
| **LESSON ANALYSIS** | | | | |
| **Content Knowledge:**  Students will need an understanding of what it means to be a hero in the epic poem Beowulf and Anglo Saxon times, as well as an understanding of how we define heroes today.  **Teaching Methods/Strategies:**  *Direct instruction, collaboration, individual work* | | | | |
| **REFLECTION** | | | | |